Patterson High School

Teacher: Megan Nichols Lesson Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: Government Unit Title: Civil Rights and Civil Liberties

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  1.2.2. Analyze legislation designed to protect the rights of individuals and groups and to promote equity in American Society | | **Agenda:** *(What is the snapshot of my class flow?)*  **Opinionaire do-now**  **Political cartoon analysis**  **Citizenship test**  **Sorting arguments**  **Essay** | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  SWBAT analyze both sides of the immigration debate in regards to US immigration policy by completing an opinionare, analyzing political cartoons, taking a sample citizenship test, sorting arguments and drafting an essay on immigration policy. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will complete the do-now on the first part of the immigration packet; will indicate if they agree or disagree with statements on immigration and immigration policy and then take a stance on the issue. Teacher will have student stamp upon completion and transition to the day’s objective and agenda. | | * opinionaire |
| 5 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will lead students through the do-now and ask for 2 opinions on each prompt. Will use ball toss as motivator. | | Re-cap do now |
| 5 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will explain that immigration has been a big issue in the US, not just recently. Teacher will ask students to tie immigration to the unit—what rights should immigrants have? What should it take for someone to get the rights and privileges of being an American citizen? Teacher will model for students how to analyze a political cartoon using a model posted on the PP slide. | | * Model political cartoon analysis |
| 10 mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Students will then practice with the cartoons in the packet and briefly discuss the opinions of the cartoonist s and if these opinions reflect or shape their opinions on immigration policy. | | Student practice with cartoons |
| 15+ mins  10 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Teacher will explain that some people believe immigrants must take a citizenship test in order to have access to the rights and privileges of being an American citizen. *Did you have to take that test? (no) Why not? (we were born here). How well do you think you would do on this test?*  Students will work in groups to take the citizenship test. See if they can answer 25 questions for time. Recap and discuss if this is a fair measure—what should it take to be a citizen? Are you a better citizen if you can name the colors on the flag? Are you a better citizen if you know American history?  SORT ARGUMENTS: Teacher explain that she hopes students are continuing to develop their own ideas on what appropriate immigration policy might look like. Then will distribute envelopes with strips that contain opposing arguments and cartoons in response to the following question (will be posted on the PP slide)—should Americans maintain the current level of immigration? (will ask student to put this into their own words). Students will sort arguments into 2 categories and then record the most meaningful arguments to them in the table in their packet as a prewriting strategy. Teacher will check in with each pair to ensure they have divided the arguments accurately (see teacher copy of strips). Can display teacher copy on projector if necessary. | | * Citizenship test * Sorting arguments |
| 20+ mins | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Students will use the day’s experiences and the information in their packets to drive the creation of an opinion essay on immigration policy (see attached). Teacher will explain directions, rubric and walk students through model essay. Students will work silently and independently to complete this task; extended time is allowed and can be submitted the following day. | | * Draft Writing |
|  | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Teacher will collect and score writing assignments. | | * Writing Sample |
| 5 mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Revisit original opinionaire. Provide students 2 minutes to re-visit their answers. Ball toss on why it matters and if any answers have changed. | | * Assign/Explain Homework |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Reduced work load on essay for those that require it; additional time for all students. | |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  PP slides for modeling, packets, envelopes with argument strips |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |